









**Grade 4 Math: Weeks 25-30 March 4- April 19
2012-2013**

Standards		Lessons	Teacher Notes						
Standards with Red Keys are priority standards.									
<div></div> <p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles. b - An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Learning Targets: I can describe how angles are formed. I can explain how angles are measured. I can explain how the measurement of an angle relates to a fraction of a 360° circle. I can describe how the "degree" unit of measure is used to measure angles. I can express an angle measurement in terms of the number of one-degree angles in that angle.</p>	★	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p>Unit 4</p> <ul style="list-style-type: none">• 2.1• 2.3• 2.3A• 2.4• 2.5• 3.1-3.3• 3.4A• 4.1 <p>GAP LESSONS</p> <p><i>*Gap lessons may be planned for more than one day of instruction per lesson.*</i></p>							
<div></div> <p>4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Learning Targets: I can use a protractor to measure an angle in whole-number degrees. I can sketch angles of a specified measure.</p>	★	<p>4.MD.5</p> <p>Exploring Angles Using a Protractor</p> <p>4.MD.6</p> <p>Angle Practice and Review What’s My Angle</p>							
<div></div> <p>4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Learning Targets: I can find an angle measure by adding the measurements of the smaller angles that make up the larger ngle. I can use my addition and subtraction strategies to solve for an unknown angle on a diagram, in real-world and mathematical problems.</p>	★	<p>4.MD.7</p> <p>Adding and Subtracting Angles Interior Angles</p> <p>4.G.1</p> <p>Line Segments on the Geoboard</p> <p>4.G.2</p> <p>Angle Attributes and Measures Classifying Triangles</p> <p>4.G.3</p> <p>Practicing Symmetry Symmetry Get Symmetric</p>							
<p>4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Learning Targets: I can draw points, lines, line segments, rays, right angles, acute angles, obtuse angles, perpendicular and parallel lines. I can identify points, lines, line segments, rays, right angles, acute angles, obtuse angles, perpendicular and parallel lines in two-dimensional figures.</p>	★	<div><div>Formative Assessment Opportunities</div><table><tr><td>4.MD.5</td><td></td></tr><tr><td>4.MD.6</td><td></td></tr><tr><td>4.MD.7</td><td></td></tr></table></div>	4.MD.5		4.MD.6		4.MD.7		<p>KCAS Note 4.G.1 When teaching geometry be intentional about having students identify points, lines, line segments, angles, and perpendicular and parallel lines throughout unit 4.</p>
4.MD.5									
4.MD.6									
4.MD.7									

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